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ABSTRACT

During the 1988-89 school year, the Portland, Oregon, Board of Education adopted an approach based on developmentally appropriate practices for improving early childhood education in public schools. Part of the plan for implementing the approach focused on a teachers' self-study process. The goals of the self-study project, in which three elementary schools participated, were to: (1) increase teacher and administrator understanding of developmentally appropriate practices; (2) encourage educators to reflect on their own practices; and (3) develop teachers' leadership skills. Topics addressed by a study document designed to guide the process included interaction between teachers and children; curriculum; and parent involvement. Teachers identified a set of outcomes for their participation in the project. Actual self-study project outcomes exceeded anticipated outcomes. Recommendations include: (1) continued support for the self-study process; (2) a streamlined self-study document; (3) feedback to principals on the effectiveness of the process; and (4) feedback from self-study schools to central offices. Four references are cited. Appendixes include a self-study document for teachers of prekindergarten through second grade; copies of a pre-study teacher questionnaire and principal interview form; the long-range plan for implementing developmentally appropriate practice; and self-study rating sheets for schools. (BC)

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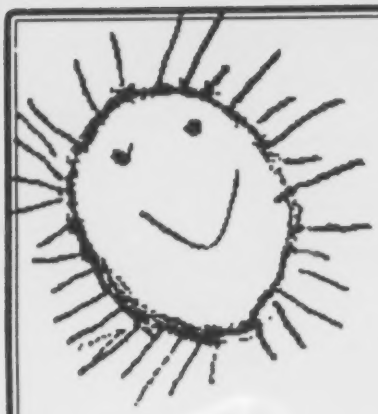

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A Self - Study Project

Supporting Implementation of Developmentally Appropriate Practice

Pre-K through 2

ED 388412

PS 020009

by

Rebecca Severeide
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Portland Public Schools
Portland, Oregon
May, 1991

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A SELF-STUDY PROJECT
SUPPORTING IMPLEMENTATION OF
DEVELOPMENTALLY APPROPRIATE PRACTICE
PRE-K THROUGH 2

by

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Portland, Oregon
May 1991

ADMINISTRATIVE SUMMARY

As knowledge about and programs for young children grew in Portland Public Schools, a need for a consistent set of guidelines for early childhood education became apparent. During the 1988-89 school year the Board of Education adopted the National Association for Young Children's (NAEYC) Developmentally Appropriate Practices document to support and guide early childhood education improvement in the Portland Public Schools. At the request of the Board of Education, the Early Childhood Education Specialist, with the support of various District-wide advisory committees, developed a long-range plan for implementation of developmentally-appropriate practice. One part of the long-range plan focused on the self-study process. This report documents the process and findings of the first-year effort of this aspect of the long-range plan.

The Self-Study Project was designed to support the implementation of developmentally appropriate practice in grades Pre-K through two. The project had three goals:

1. To increase teacher and administrator understanding of developmentally appropriate practices,
2. To encourage early childhood educators to reflect on their own instructional practices, and to make decisions about areas they perceive needing improvement,
3. To support implementation of developmentally appropriate practice through the development of teachers' leadership skills which are designed to support principals as they lead their staff toward improved ECE programs.

Three elementary schools volunteered to participate in the project during the 1989-90 school year. The District's Early Childhood Education Specialist and a program evaluation specialist developed a self-study document to guide the project. Both staff provided support and monitored the implementation, while responding to staff needs. Without a great deal of support, staffs were encouraged to participate in a early childhood self-study process and design a building improvement plan based on its findings. In all cases, real outcomes exceeded anticipated ones.

The self-study process appeared to provide a context for both teachers and principals to learn specifics in the field of early childhood while also learning about the larger

aspects of school improvement. The implementation of the process supported the principal's leadership in contributing to the professional culture in the school.

The self-study has been an effective means of supporting the long-range implementation plan for early childhood education. It is recommended that:

1. Support for the process be continued.
2. The self-study document be streamlined in order to focus staff work more directly on topics of importance to individual buildings.
3. Feedback be given to principals on the effectiveness of the process in contributing to the professional culture of their schools.
4. A feedback cycle from the self-study schools to cluster and central offices should be established to promote dialogue on flexible ways to implement traditional supports to early childhood programs.

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INTRODUCTION

As knowledge about and programs for young children grew in Portland Public Schools, a need for a consistent set of guidelines for early childhood education became apparent. During the 1988-89 school year the Board of Education adopted the National Association for Young Children's (NAEYC) Developmentally Appropriate Practices document to support and guide early childhood education improvement in the Portland Public Schools.

Developmentally appropriate curriculum and instructional approaches call for an integration of these four areas: cognitive stimulation, academic development, social development, and physical development. The concept of developmental appropriateness has two dimensions: age appropriateness and individual appropriateness. These dimensions apply to all young children across geo-cultural and socio-economic groupings.

Age Appropriateness

Human development research indicates that there are universal, predictable sequences of growth and change that occur in . . . all domains of development -- physical, emotional, social, and cognitive (Bredekamp; pp. 2).

Individual Appropriateness

Each child is a unique person with an individual pattern . . . learning in young children is the result of interaction between the child's thoughts and experiences with materials, ideas, and people. These experiences should match the child's developing abilities, while also challenging the child's interest and understanding . . . child-initiated, child-directed, teacher-supported play is an essential component of developmentally appropriate practice (Bredekamp; pp. 2, 3).

At the request of the Board of Education, the Early Childhood Education Specialist, with the support of various District-wide advisory committees, developed a long-range plan for implementation of developmentally-appropriate practice[1]. One part of the long-range plan focused on the self-study process. This report documents the process and findings of the first-year effort of this aspect of the long-range plan.

PROJECT GOALS

The Self-Study Project was designed to support the implementation of developmentally appropriate practice in grades Pre-K through two. The project had three goals:

1. To increase teacher and administrator understanding of developmentally appropriate practices; including one's own personal value system and how it relates to classroom practices.
2. To encourage early childhood educators to reflect on their own instructional practices, and to make decisions about areas they perceive needing improvement.
3. To support implementation of developmentally appropriate practice through the development of teachers' leadership skills which are designed to support principals as they lead their staff toward improved ECE programs.

Three elementary schools volunteered to participate in the project during the 1989-90 school year. The District's Early Childhood Education Specialist and a program evaluation specialist developed a self-study document to guide the project. Both staff provided support and monitored the implementation, while responding to staff needs. A timeline for the 1989-90 ECE Self-Study Project is in the Appendix.

SELF-STUDY PROCESS

The self-study process was selected because of informal, but consistent and widespread, evidence that the majority of early childhood educators generally accepted the principles of developmentally appropriate practice. This evidence can be documented by reviewing past attendance rosters of District-sponsored workshops and

[1]See the Appendix for a copy of the Long-Range Plan for Implementing Developmentally Appropriate Practice.

classes, the number of Pre K-2 staff who are members, the past and current participation of staff members in special ECE programs, and the growing number of requests for assistance and/or information from District support staff.

Because some elements of developmentally appropriate practices were already in place in District classrooms, it was determined that early childhood educators were, by experience and training, uniquely qualified to engage in a reflective process to assess their own instructional practices and examine methods to make their programs more developmentally appropriate. The process was designed to nurture self-reflection rather than to encourage reliance on external expert judgment.

Self-reflection and collegial collaboration, as opposed to reliance on external experts, appears to be a productive way to motivate women to assume personal responsibility for new knowledge and change (Belenky, Clinchy, Goldberger, Traule; 1986). In Women's Ways of Knowing, Belenky, et. al., found that women go through developmental stages in how they approach their own learning. These stages tend to progress in a pattern of:

1. Listening to experts.
2. Listening to their intuition.
3. Listening to reason and logic.
4. Learning to work with others.
5. Constructing their own knowledge by integrating the above.

Since a large number of early childhood educators are women, (approximately 93% in Portland Public Schools) this model was selected to guide the process. A process and supporting documents were developed using the Belenky et. al. model in order to assist school staff in articulating their stance on a theoretical framework of developmentally appropriate educational practice, and to support staff in designing program improvements specific to their building sites.

Invitation to Participate

Three schools were invited to participate in the project. The three selected study schools were representative of the District's early childhood education program.

School A is located in a low-income, blue-collar neighborhood in the southeast section of the city. The school serves large numbers of SE Asian and Russian immigrant children who are new to the United States. The school has a long history of staff

collaboration under the principal's guidance. The staff also has a history of implementing innovative projects. The enrollment is approximately 500; over half of the children are identified for free or reduced lunch. The program supports Special Education, Chapter 1 and English as a Second Language (ESL) programs.

School B is an Early Childhood Education Center (ECEC), one of eight schools established to support the District's 1979-80 Desegregation Plan. The ECEC has a half-day Pre-K program and full day Kindergarten through Grade 5, and the school draws students from throughout the District as well as from the local neighborhood. The ECEC is an early childhood magnet with an enriched curriculum including a focus on education that is multicultural. The school is located in a low-income minority area of the northeast section of the city. It is the largest of the study schools with an enrollment of approximately 750, half of whom are identified for free or reduced lunch. The school also serves moderate numbers of Special Education and Chapter 1 students.

School C is located in a lower-middle class section of the southeast part of the city. The school has a traditional K-5 instructional program and supports the District's only Readiness Kindergarten Program. The school is the smallest in the study (n = 373). A third of its students are identified for free or reduced lunch, and at the time of the study, neither Chapter 1 nor ESL services were provided at the school.

Table 1 displays the self-study schools, enrollment, and student information.

TABLE 1
1989-90 SELF-STUDY SCHOOLS
STUDENT POPULATION DEMOGRAPHICS

School/Grade Levels Served	Number	% Free/Reduced Lunch	% Special Programs S.Ed.	Ch. I	ESL
A/K-5	497	58.4	9.1	27.6	18.2
B/PK-5	747	53.8	11.5	13.0	-----
C/K-5	373	33.8	11.88	-----	-----

Staff at all three schools hold elementary certificates and at Schools B and C, half the staff also have early childhood education training. Teachers at all three schools had extensive experience in teaching Kindergarten through Grade 2. At School B, some staff members had lengthy Pre-K teaching experience. The majority of teachers at all three schools had worked there over five years. **Table 2** displays information about the school staffs.

TABLE 2
1989-90 Self-Study Schools
Staff Training and Experience

School/N	Training	Experience	Longevity at School
A/10	Elementary Certificate	Half have taught more than 10 yrs. Most teaching at K - 1.	5-10 yrs.
B/24	Elementary Certificate; Half certified Early Childhood also.	Half have taught more than 8 yrs. Most teaching at K - 2.	8-10 yrs.
C/12	Elementary Certificate; Half certified Early Childhood also.	Half have taught more than 20 yrs. Most teaching at K.	5-15 yrs.

Each school identified an internal self-study facilitator, defined its own process, and outlined the roles of the participants. Facilitators and principals worked out their own plans to meet specific building needs. For example, School A typically establishes site committees for improvement projects, and the self-study was characterized by shared leadership. School B is a larger school and the principal is required to facilitate a very large number of projects. The principal remained the chief facilitator while rotating leadership for small group discussions among the staff. In School C, the principal adopted a hands-off approach and gave the facilitator sole leadership responsibilities for the project.

Pre-Study Questionnaire

The Pre-Study Questionnaire provided data on staff training and teaching experience, teachers" current understanding of developmentally appropriate practices, and personal value systems, as they related to the classroom instructional experience.

The Pre-Study Questionnaire asked teachers to identify their top three priorities in designing early childhood classroom programs. Teachers described five priority components: Attention to affective development, appropriate curriculum, appropriate instruction, suitable classroom environments, and other.

Teachers' priorities were typically stated in terms of developing early learners' social skills, promoting respect for others within the classroom setting and engaging children's self-concept as learners. It is notable that the teachers' priorities were articulated independent of traditional curriculum continua and textbooks. Teachers' responses tended to be richer and more extensive as their reflections moved back and forth across affective, social, and academic areas.

Table 3 displays the rank-ordered end of year learning expectations which reflect teachers' priorities for early childhood children.

TABLE 3
RANK-ORDERED END OF YEAR LEARNING EXPECTATIONS

Expectation	A	B	C
Social/emotional development	1	1	1
Disposition to Learn	2	2	3
Problem-solving Ability	3	5	4
Language Development	4	4	3
Productive Class Member	5	3	2
Academic Skills	6	6	5
Willing to Take Risks			6*

*School-specified expectation

While there are great similarities among these ranked expectations, it is important to take note of some of the differences which have made more sense as the project has progressed. For example, "Willing to Take Risks" is a critical aspect of a whole

language approach to language arts learning, and indeed, at School C, there is an exceptionally strong focus upon and support for whole language--so much so, that it seems likely that even among the early childhood staff, that particular goal has a meaning which crosses the curriculum and has particular meaning for developmentally appropriate practice in general.

The importance of the productive class member expectation is directly related to well-articulated community expectations for Schools B and C; the community of school A concurs that students at School A have already met this particular expectation.

The ranking of academic skills is notable. Educators are constantly attuned to issues of rigor. One would not wish to suggest that developmentally appropriate practice absolves the teacher from an active role in the instructional process--and assume an extreme position that learning will just happen on some sort of internal natural timetable and that there is not room for academic rigor. On the other hand, placing this expectation sixth would undoubtedly cause considerable concern within school communities. **A useful part of the self-study process will involve teachers in discussions about how to meet all of children's needs, not just academics.**

Preliminary Definitions of Developmentally Appropriate Practice. Teachers described developmentally appropriate practice as an instructional response to individual children's various "levels" of achievement, of social independence, of problem-solving abilities, of cognitive, social, emotional, motor growth. In order to implement such instruction, teachers referenced a need for a wide range of materials, opportunities for flexible learning activities, and a classroom environment bound neither by grade-level curriculum nor age. The following descriptions are representative of teachers' typical responses:

> "Developmentally appropriate practice means fitting your program to the children -- each individual child's development is taken into consideration and supported."

> "Developmentally appropriate practice is to look at the needs of the children to give them a balance of activities to foster positive self-concept, socialization and communication."

Goal Setting. Because the self-study project was designed to support a process which would end in the statement of school improvement goals, teachers were asked to report on how they individually set their improvement goals and how such goals were set in their schools.

Teachers in all three schools explained that they set classroom program goals based on their perceptions of children's levels of emotional and skill development. All of the teachers also reported that they attempted to reflect on previous years' experiences and intentionally set out to contribute something new each year. Teachers relied on their experiences, knowledge gained from review and other studies and professional sharing of their judgments regarding children's developmental needs, rather than from a perspective of curricular expectations and goals.

Teachers gathered data for goal-setting from their early observations of children in their classrooms in both individual and group settings, from assessments and in general "giving myself and the kids time to figure out what to do and where to go and how to get there," in the words of a School B teacher.

While the teachers across all three schools described their personal goal-setting similarly, they described the school process of goal setting differently. At School A, teachers reported that goals are set by consensus after a variety of unit/grade level/whole staff committee meetings to collectively define the issue and brainstorm objectives. In the words of one teacher from School A, "Group goals are set by the entire staff and then explored by smaller groups brainstorming and then reporting back for the session to the whole staff." At School B, the process is similar except that the principal and administrator guide the process with clearly set-out expectations. At School C, teachers reported that decisions are made by the principal and school management team with little participation of the staff. It is interesting to note that regardless of the school's process, teachers in all three schools reported their own goal-setting as a personal unaffected procedure.

What Teachers Hoped to Get from the Self-Study Process. Each school staff identified a slightly different set of outcomes for their participation in the self-study project. Teachers at School A wanted to increase their skills in using learning centers, alternative instructional strategies and ongoing student assessment. They viewed the self-study project as an opportunity to brainstorm ideas on strengthening their skills cooperatively. Teachers at School B were interested in new curricula and instructional activities, but were even more interested in the process because of what it seemed to offer them in terms of enhanced collegial understanding and support. Teachers at School C wanted a better understanding of how developmental learning takes place. They were less confident about their understanding of developmentally appropriate practice, and hoped that the self-study would increase their understanding and affirm their general instructional focus.

FINDINGS

The study document designed to guide the process had six parts listing criteria and examples of appropriate practice. They are:

1. Interaction.
2. Curriculum and Instruction.
3. Physical Environment.
4. Health and Safety.
5. Assessment.
6. Parent/Community Involvement.

The staff began to discuss and reflect upon one of the self-study sections that met their site's individual needs. School A and B began with the Interaction section, while School C started with the Curriculum and Instruction section.

Monthly, two-hour meetings were originally planned for the purpose of discussing the criteria with time allowed for individuals to rate their own classrooms. Records of the discussions were kept. Each school elected to handle record keeping in different ways. School A used a transcribed tape recording for minutes. School B used teacher notes collected at small group discussions. School C appointed one staff member as a recorder.

The facilitators shared the proceedings of the meetings and the recording sheets with the investigators. In addition, the building principals and facilitators were interviewed during the implementation and in the spring of the year for their impressions of the process and the support they felt they required. Periodic meetings were held with the facilitators and minutes were kept.

Program Strengths

Although each school had its own culture, (see Appendix for summary of rating sheets by school) general patterns were clear. Using the self-rating forms from the self-study document, all three schools generally viewed themselves as strong in the following areas:

1. Interaction

   - Affectionate, respectful, and courteous teacher behavior
   - Creating a relaxed atmosphere
   - Desire to use talk when solving problems
   - Using judgment to determine severity of infraction
   - Respect for multiple cultures
   - Non-sexist policies in building

2. Curriculum and Instruction

   - Integrated language arts and social studies
   - Healthful daily practice as teaching goal
   - Thinking skills infused

3. Parents

   - Provided with information about program
   - Encouraged to volunteer and/or respond to school in multiple ways

As a result of the self-study process, individual schools staffs were able to document their program strengths and weaknesses, and under the principals' leadership, to make substantial contributions to building improvement plans based on the data collected during the project.

Program Weaknesses

General patterns suggesting lack of specificity on dealing with certain issues also surfaced on the self-rating forms. Common weak areas across all three schools include:

1. Interaction

   - Inability to specifically redirect children's anger and inappropriate behavior
   - Lack of understanding about culture even through a desire to be respectful was present
   - Lack of systems and techniques to encourage children to assume ownership of their own learning

2. Curriculum and Instruction

   - Lack of integration of the arts, science, and math
   - Lack of specific uses of classroom environment to serve curricula goals

3. Parents

   - Not yet reached desired level of community involvement in building
   - Limited space for a family center in the building

Principal Interview

School A principal typically establishes site committees for improvement projects. The self-study was characterized by shared leadership. The principal identified interested staff members and collected relevant journal articles to orient staff to current issues in early childhood education. The principal appointed a facilitator and developed a schedule of self-study project meetings for the year. School A's management team

monitored the progress of the self-study project at several points during the year and provided support to increase the facilitator's skills. The principal was informed of the self-study process and its progress, but did not direct the project, though she did encourage it by public support. Her message to the self-study group was, "This is the place where we take risks and try to do some new things."

School B is a larger school and the principal typically facilitates a very large number of projects. The principal remained the chief facilitator of the self-study while rotating leadership for small group discussions among staff members. The principal planned monthly meetings and presented the self-study as a professional opportunity to field test a promising instrument. The principal organized the pre-K through 2 staff into study groups of four or five teachers who selected their own facilitators and recorders. Other school priorities competed with self-study for the dedicated monthly meetings so that there tended to be long times in between group activities on the sections of the document. By the end of the school year, the principal reported that a first grade teacher had begun to write a proposal for a research grant which would incorporate a continuation of the self-study process and that the third grade staff had become interested in joining the process. The principal commented that as a result of her participation, she is asking teachers more often, "Is this developmentally appropriate?" and, "How does this fit in with developmentally appropriate practice?"

In School C, the principal adopted a hands-off approach to the self-study and gave the facilitator sole leadership responsibilities for the project. The principal was not directly involved in the self-study process because she felt the staff would be more open without her presence. Her impression that the lines of communication were improving was reinforced when the self-study group recommended an all-staff retreat at the end of the school year. The principal did report that she gained a better grasp of why some practices are appropriate and some are not and what range of expertise exists among the primary staff.

Facilitator Comments on the Process

During the implementation, facilitators in Schools A and C expressed a need for additional support to improve their group leadership skills. Their expressed need led to an extension of support activities which included guidance in:

1. Use of the group to build an agenda;
2. Use of professional readings to guide discussion; and
3. Consensus building.

The School B facilitator (who was the principal) was candid in remarking that competing priorities engaged more of her teachers' time than did the self-study project. Additional support was not requested in this school.

Project Outcomes

Table 4 displays anticipated and actual self-study outcomes for the three project schools.

TABLE 4

COMPARISONS BETWEEN

ANTICIPATED AND ACTUAL PROJECT OUTCOMES

Anticipated Project Outcomes	Actual Project Outcomes
	Program Improvement Plan Elements
School A	
Increased ideas: For interesting learning centers, for alternative strategies and instructional practices, and for ways to assess student needs.	Extended a 20/20 grant with two self-study goals: 1) to refine strategies for working with children at risk, 2) to restructure classrooms to make them more child-centered, e.g., physical rearrangement, more center work during daily schedule, thinking of teachers as facilitators, changing schedules to allow more small group work, conversation, choice. Six team members joined with area teachers to form a study group to focus on developmentally appropriate practice.
School B	
Collegial understanding and support. Information to improve instruction and teaching skills. Enhanced self-understanding and awareness to extend one's thinking. Opportunity to exchange ideas with fellow teachers and to acquire ideas for learning activities.	For one year, a study group will research multi-age groupings Pre-K through 3 asking the question: "Are we developmentally appropriate?" The staff arranged for anger management training which involved staff, children, and parents. To incorporate developmentally appropriate practices at all levels of building improvement plan.
School C	
Understanding of how developmental learning takes place. Opportunity for increased awareness, exploration, reaffirmation of what we are doing after an initial look at what we are doing. More work!	The study team participated in a two-day retreat in June 1990. They developed a philosophical statement emphasizing that children must be respected as individuals and accepted for their uniqueness. Three work projects were outlined for the 1990-91 year: 1) developmentally appropriate assessment and reporting to parents, 2) curriculum review tying developmentally appropriate practice to the continuums, 3) storage of joint materials for better uses in enhancing the learning environment.

CONCLUSIONS

Without a great deal of support, staffs were encouraged to participate in a early childhood self-study process and design a building improvement plan based on its findings. Teachers and principals who participated appeared to have a clear set of ideals that value respectful and integrated approaches to their early childhood programs. The Pre-Study Questionnaire data suggests that they value the development of positive affect, group process, decision making, and language development for the children in their programs. However, the data from the self-study generally suggests that staff may have difficulty translating their rich and humanistic values into specific practice in all areas assessed.

The self-study process appeared to provide a context for both teachers and principals to learn specifics in the field of early childhood while also learning about the larger aspects of school improvement. In all cases, real outcomes exceeded anticipated ones.

Principal support in the self-study process was found to be subtle, e.g., discussion at general staff meetings, building a schedule which participants adhere to, following up on special staff requests, responding to subtle inferences of problems or bogging down, taking input for the building improvement plan. The implementation of the process supported the principal's leadership in establishing a professional culture in the school. Principals did learn about developmentally appropriate practice and why teachers make certain requests for materials and instructional support.

When all data are examined, the goals of the project were met: Teachers and administrators increased their understanding of a developmentally appropriate practices through self reflection, and collegial decisions were made about how to improve programs in self-study schools.

RECOMMENDATIONS

The self-study has been an effective means of supporting the long-range implementation plan for early childhood education. It is recommended that:

1. Support for the process be continued.

2. The self-study document be streamlined in order to focus staff work more directly on topics of importance to individual buildings.

3. Feedback be given to principals on the effectiveness of the process in contributing to the professional culture of their schools.

4. A feedback cycle from the self-study schools to cluster and central offices be established. This cycle should promote dialogue on flexible ways to implement traditional supports to early childhood programs. Some examples are:

   - Examination of a material-rich interdisciplinary adoption process.
   - Modification of traditional practices such as allocation of resources which could be improved to support quality early childhood programs.
   - Consideration of closer working relationships among early childhood educators, ESL, Chapter 1, and Child Development Specialist staff.

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APPENDIX

- Timeline for Early Childhood Education Self-Study Project
- A Self-Study Document for Pre-Kindergarten through Second Grade
- Pre-study Questionnaire
- Self-Study Project Principal Interview
- Long-Range Plan for Implementing Developmentally Appropriate Practice
- Summary of School Self-Study Rating Sheets

PROPOSED TIMELINE FOR ECE SELF-STUDY PROJECT

WHEN		WHAT	WHO
May	1989	Identify three buildings interested in participating	Curriculum
May	1989	Review literature on ECE self-study projects	Evaluation
June	1989	Edit selected materials for appropriate use in our school system	Curriculum and Evaluation
June - August	1989 1989	Design project procedures and timeline for data collection and documentation of change process	Curriculum and Evaluation
September	1989	Assist schools in setting up a building site committee	Curriculum Buildings
September May	1989- 1990	Coordinate personnel support for schools	Curriculum
October March	1989- 1990	Conduct self-study in building	Buildings
April May	1990- 1990	Design program improvement plans	Buildings
September May	1989- 1990	Document study process across the programs	Evaluation
May-July	1990	Develop a year end descriptive report with recommendations for application to other sites	Curriculum and Evaluation
May-July	1990	Identify three additional buildings to participate	Curriculum

A SELF STUDY DOCUMENT FOR PRE-KINDERGARTEN THROUGH SECOND GRADE

DRAFT

Portland Public Schools

1990

Rebecca Severeide
Curriculum Development and Service
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EARLY CHILDHOOD EDUCATION: A SELF STUDY

Grade Level _____ Teacher _____

Number of children in group _____ Number of volunteers _____

Number of paid staff _____

Age range of children in group - youngest to oldest (in years/months) _____

Year of study _____

INSTRUCTIONS

What is the purpose of form? This form is to help you observe and rate the level of quality of your program. Each item is related to the Developmentally Appropriate Practices published by NAEYC and District guidelines.

Who uses this form? Each separate section is designed to be used as a reflection tool by the teacher and as a discussion guide for the primary (PK-2) staff. It is <u>not</u> an evaluation tool, but rather a reflection and planning guide.

How do I use this form? Each statement on the left side of the page is the criterion to be rated. Examples are sometimes provided to help define the criteria. These specific examples do not have to be present, but something similar should be seen. Check each criterion using the following scale:

Not met	Partially met	Fully Met
___	___	___
___	___	___
You observe little evidence that this statement accurately describes the program.	You observe some evidence that this statement accurately describes the program.	You observe a great deal of evidence that that this statement accurately describes the program.

Explain your ratings under the Comments/Plans column.

If the criterion is not fully met, consider how you might work toward meeting it as part of a building improvement plan.

DEFINITIONS

Staff: Pre-k through second grade team

Teacher: Primary certified teachers of classroom.

Teaching assistant or aide: Non-certified staff who helps teacher carry out program.

Teaching Support Staff: Specialists who provide specific assistance or classes to children (Chapter 1, Music, P.E., Child Development Specialist).

Pre-K and K: Children from the age of four years through five years.

Primary Grade Children: Children attending the first grade or second grade.

Teacher _____ Grade _____ Date _____

Criterion A: Interaction	Fully Met	Partially Met	Not Met	Comments/Plans
A-1. Staff interact frequently with children showing affection and respect.	___	___	___	_____
- Staff interact nonverbally by smiling, touching, holding.				
- Staff talk with individual children during routines (arriving/departing/eating) and activities.				
A-2. Staff are responsive to children and help them solve their own problems.	___	___	___	_____
- Staff listen to children with attention and respect.				
A-3. Staff speak with children in a friendly, courteous manner.	___	___	___	_____
- Staff speak with individual children often.				
- Staff speak with children at their eye level.				

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
A-3 (cont.)				
- Staff call children by name.				
A-4. Staff talk with individual children, and encourage children to use language.				
- Staff ask open-ended questions.				
- Staff provide opportunities for conversations while children work and play.				
A-5. Staff treat children of all races, religions, and cultures equally with respect and consideration.				
- Staff incorporate ME/Me customs, literature, and music into curriculum.				
- Staff point out contributions of ethnic groups particularly groups represented in the classroom.				
A-6. Staff provide children of both sexes with equal opportunities to take part in all activities.				

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
A-3 (cont.)				
- Staff call children by name.				
A-4. Staff talk with individual children, and encourage children to use language.	___	___	___	
- Staff ask open-ended questions.	___	___	___	
- Staff provide opportunities for conversations while children work and play.				
A-5. Staff treat children of all races, religions, and cultures equally with respect and consideration.	___	___	___	
- Staff incorporate Mc/Me customs, literature, and music into curriculum.	___	___	___	
- Staff point out contributions of ethnic groups particularly groups represented in the classroom.				
A-6. Staff provide children of both sexes with equal opportunities to take part in all activities.	___	___	___	

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
A-6 (cont.)				
- In Pre-k and K staff encourage children to dress themselves, pick up toys, set tables, clean-up, acquire self-help skills.	___	___	___	_____
- In primary grades, staff encourage children to perform responsible jobs, participate in classroom and school chores, keep track of their own work.	___	___	___	_____
A-7. Staff use positive approaches to help children behave responsibly by using:	___	___	___	_____
- Redirection.	___	___	___	_____
- Planning ahead to prevent problems.	___	___	___	_____
- Positive reinforcement and encouragement specific to task.	___	___	___	_____
- Consistent, clear rules are discussed and designed by children and staff together.	___	___	___	_____
- Rules posted for reference.	___	___	___	_____

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
A-7 (cont.)				
- Appropriate behavior modeling.				
A-8. Staff do not use negative discipline methods that hurt, frighten, or humiliate children.	___	___	___	
A-9. Overall atmosphere of classroom is pleasant most of the time.	___	___	___	
- Happy laughter, excitement, busy activity, relaxed talking is evidenced.				
- Staff voices do not dominate.				
- Staff allows children latitude to solve own problems.				
A-10. Children are generally comfortable, relaxed, happy, and involved in work/play and other activities.	___	___	___	
A-11. Staff help children deal with anger, sadness, and frustration in constructive ways.	___	___	___	

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
A-12. Staff expectations of children's social behavior are developmentally appropriate.	___	___	___	
- In Pre-K and K, children have opportunities to work in learning centers that accommodate small groups and to make meaningful contributions to group work.				
- In Primary Grades, children have opportunities to participate in group games and to work or play together.				
- In Primary Grades, partner activities are planned into schedule.				
A-13. Children are encouraged to talk about feelings and ideas instead of solving problems with force.	___	___	___	
- Staff discuss alternative solutions with children and help them see the consequences of each alternative.	___	___	___	

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
A-14. Staff limits or contains overexposure to stimulation such as exciting, frightening, or disturbing real or fantasy events.	___	___	___	
- Holiday activities are limited.	___	___	___	
- Field trips include calm activities.				
A-15. Staff recognize that every infraction does not warrant attention and identifies those that can be used as learning opportunities.	___	___	___	
- Staff help children learn to make judgments about situation.	___	___	___	
A-16. Staff build on children's internal motivation to make sense of the world and acquire competence.	___	___	___	
- Staff point out how good it feels to reach a goal.				
- Staff avoid reinforcement for activities that are self-monitoring.				

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
A-17. Staff encourages individual choices of tasks to be completed. - When children's projects are not completed before the next activity must begin, children are encouraged to continue working at another time.	___	___	___	
A-18. Staff provide opportunities for children to make choices through the day. - Staff provide materials and time for children to select their own activities during the day. - Several alternative activities are available for children's choice during work periods. - Staff respect the child's right not to select all choices. - Staff pick up on activities that children start, or interests that children show.	___	___	___	

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
A-18 (cont.)				
- Children help prepare materials, plan and choose their own activities part of the time.				
A-19. Transitions between parts of the program are smooth.	___	___	___	
- Staff conduct smooth and unregimented transitions between activities.				
- Children are told to get ready for transition ahead of time.				
- Children are not always required to move as a group from one activity to another.				
- When possible, the new activity is prepared before the transition in order to avoid waiting.				
- When possible, children help plan and participate in the change of activity.				

Teacher _____ Grade _____ Date _____

Criterion B: Curriculum and Instruction	Fully Met	Partially Met	Not Met	Comments/Plans
B-1. Staff planning time is used to prepare the environment so children can learn through active, playful, involvement.	___	___	___	
B-2. Each item in the classroom is placed for a purpose and has a direct tie to the curriculum.	___	___	___	
- Artwork is made by children or used for discussion.				
- Props used in blocks, dramatic play, water relate to unit of study.				
- Books, posters, charts are accessible and relate to work being done.				
B-3. Units of study are selected to meet District/State guidelines.	___	___	___	
- Units are interdisciplinary.				

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
B-3 (cont.)				
- Language arts, math, the arts and content areas are integrated into activities.				
- Units are long enough for children to become involved and invested over a period of time.				
- Units have their major concepts/goals clearly outlined.				
- Projects are selected to enhance the units of study.				
- Thinking skills are infused into projects.				
B-4. Staff use the teacher's edition of a textbook, when appropriate, as a guide to design learning situations, to stimulate ideas about interesting projects, and incorporate projects reflective of children's interests.	___	___	___	

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
B-5. The daily schedule provide a balance of activities on the following dimensions:	___	___	___	
- Quite/active	___	___	___	
- Individual/small group/ large group				
- Large muscle/small muscle				
- Child initiated/staff initiated				
- Work time to spent in learning centers, projects, and free choice activities.				
B-6. Developmentally appropriate materials and equipment are available.	___	___	___	
a. In Pre-K and K:				
- Active play equipment for climbing and balancing.				
- Unit blocks and accessories.				

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
B-6 (cont.)				
- Puzzles, manipulative toys.				
- Picture books, records, and musical instruments.				
- Art materials such as finger and tempera paints, crayons, scissors, paste.				
- Dramatic play materials such as dolls, dress-up clothes and props, child-sized furniture, puppets.				
- Sand and water toys.				
B-6. b. In primary grades:				
- Active play equipment and materials such as bats and balls for organized games.				
- Construction materials for woodworking, art.				
- Materials for hobby, craft, and science projects.				

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
B-6 (cont.)				
- Materials for dramatic play such as props to extend the unit of study.				
- Books, records, musical instruments.				
- Board and card games, math manipulatives.				
- Blocks and map making props.				
- Literature selections as well as reference material.				
- Writing materials and tools.				
- Art materials such as paint, clay, a variety of brushes, chalk, crayons, paper in different sizes and textures, glue, and collage materials.				
- Water and sand used to extend the unit of study.				

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
B-7. Language arts experiences are developmentally appropriate.	___	___	___	
a. In Pre-K and K:	___	___	___	
- Children participate in informal language activities tied to daily routines and the context of their families or classroom.				
- Writing (scribbles to invented spelling, copying adult models, and dictation).				
- Children's names are a focal point of the daily print used in the classroom.				
- Oral language activities and playful language use such as chants, poems, nursery rhymes, and songs are a regular part of the program.				

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
B-7 (cont.)				
- Children share stories on a regular basis including repetition of old favorites and new material in small groups, at listening centers, with older children, and with volunteers.				
- Print, as a meaningful message, is used throughout the classroom, such as signs children help make, helper's charts, sign-up lists, labels on shelves, and graphs that children fill in.				
- Children write, draw pictures, and/or dictate stories in journals or other recordkeeping devices on regular basis.				
- A variety of literary forms are introduced in the classroom such as story books, poems, big books, newspapers, magazines, catalogues, and signs.				

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
B-7. (cont.)				
b. In primary grades:				
- Staff provide a variety of interesting activities for children other than workbooks to develop language, writing, spelling, listening and reading ability.				
- Skill work is done in reading/writing is always related to the whole context of the children's writing or the story used.				
- Staff provide generous amounts of time and a variety of interesting, integrated activities for children to develop language, writing, spelling, listening, and reading abilities that are tied to units of study in the content areas.				
- Staff accept children's writing efforts that include invented spelling.				

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
B-7 (cont.)				
- The spelling program is tied to writing and spelling tests are avoided.				
- If needed, children practice letters, sounds, and word recognition through the context of enjoyable games activities, chants, and songs rather than in isolation.				
- Children write and publish books of their own throughout the year.				
- Children read on their own as well as being read to on a daily basis.				
B-8. Math experience are developmentally appropriate.	___	___	___	
a. In all grades:	___	___	___	
- Children engage in math activities that are integrated with daily activity and relevant projects in the content areas.				

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
B-8 (cont.)				
- Children acquire math skills through the exploration of concrete objects in both planned and spontaneous activities.				
- Staff use multiple charts and graphs to assist children keep records, and classify objects.				
- Staff point out spontaneous use of mathematical principles and extends applications such as the creation of patterns, block structures with symmetry, designs on craft projects.				
- Staff provides daily opportunities to talk about math concepts.				
b. In Pre-K and K:				
- Counting experiences are incorporated into the daily routine such as, "how many children are here today?"				

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
B-8 (cont.)				
- Calendar activities are tied to events in the classroom or school such as field trips, birthdays, celebrations and special events.				
- Numeral writing practice occurs in context such as journal entries, record-keeping, writing items on calendars.				
- Staff accept children's approximations of counting, writing numerals, estimations, tallies and number usage.				
- Mathematical reasoning experiences are infused into daily events such as, "put out just enough materials for each child sitting at the table."				

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
B-8 (cont.)				
c. In primary grades:				
- Children play noncompetitive, "math stumper" and number games to practice computation and reasoning skills.				
- Staff provide concrete instructional experiences with new math concepts prior to helping children learn to produce the idea in symbolic form.				
- Counting strategies are used extensively to help children create various ways to arrive at an arithmetic answer.				
- Staff teach time concepts in the context of daily events such as "at 11:30, we go to lunch" or "In 3 days, we go on the field trip."				

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
B-8 (cont.)				
- Staff teach money concepts in the context of daily events such as lunch money and book club orders, as well as in economic units such as stores or going shopping.				
- Staff provide opportunities for children to develop skills in all areas of math (not just arithmetic) through the use of construction projects, reasoning games, block building.				
B-9. Science experiences are developmentally appropriate.	___	___	___	
- Children provide daily care to plants and animals in the classroom as a major part of their life science curriculum.	___	___	___	
- Children discover science through projects that are experimental, exploratory, and actively involve each child.				

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Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
B-9 (cont.)				
- Staff plan science units to include life, earth, and physical sciences and that reflect topics of interest to the age of the child. The primary team discuss their units to avoid repeating them each year.				
- Staff integrates science into other curriculum areas.				
B-10. Social Studies experiences are developmentally appropriate.	___	___	___	
- Staff treat social studies as social relations to allow children to explore values, learn rules of social living, and respect for individual differences through daily experience.				
- Children engage in many daily opportunities to develop social skills such as cooperating, helping, negotiating, and solving interpersonal problems.				

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
B-10 (cont.)				
- Staff plan social studies units to include age appropriate geographic, economic, and cultural concepts. The primary team discussed their units to avoid repeating them each year.				
- Staff integrates them with other curriculum areas.				
- Staff set limits that are positive, safe, and that involve the children in making the rules.				
B-11. Health experiences are developmentally appropriate.				
- A variety of health and safety projects such as bicycle safety, school bus behavior, choosing snacks, grocery stores, calling 911, and the hospital, are designed to help children personalize facts about health and safety.				

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
B-11 (cont.)				
- Daily routines are used to place health practices into context and build healthful daily habits such as walk-walking tours of neighborhood, handwashing, toileting, putting toys away, washing tables, and safe behavior if they find unusual objects (blood spills, syringes, medicine and drugs, condoms).				
B-12. The Arts are developmentally appropriate.	___	___	___	
- Staff integrates art, music, movement, woodworking, drama, and dance into the daily curriculum.				
- Visual concepts and language to describe art are used in both planned and spontaneous aesthetic activities.				

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
B-12 (cont.)				
- Great art using different techniques (watercolor, palette knife, sculpture); styles (Impressionists, Abstract, Realistic); content (landscape, portraits, family groups, animals) is used in the classroom -- to look at, to talk about, to use as a reference.				
- Drama and creative movement is used to encourage children to develop non-verbal forms of communication and extant verbal forms.				
- Music specialists work with classroom staff so that work in both regular and special classes is related.				

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Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
B-13. Multiracial, nonsexist, non-stereotyping pictures, dolls, books, and materials are available.	___	___	___	
- Holiday celebrations reflect culturally sensitive issues and avoid study of historical times beyond the understanding of the age of the children. (e.g., Thanksgiving is not a time of thanks for Native Americans. Pilgrims and Colonial times are beyond grasp of 4-8 year olds.)				
- The contributions of all geo-cultural groups are incorporated into topics of study. (e.g, African-American leaders, artists, authors, and inventors are introduced; literature and songs from all cultures are used.)				
- The immediate culture and neighborhood are used extensively in classroom activities and projects as a reflection of the children's immediate culture.				

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
B-13 (cont.)				
- Opportunities for both boys and girls to use all methods of learning are available.				
B-14. Staff foster positive self-concept.	___	___	___	
- Staff allow time for children to talk about what they see, do and like.				
- Staff use children's names frequently in songs, games.				
- Staff display children's work and photo's of children.				
- Staff provide opportunities to express growing independence and self-reliance such as children's ability to make choices and initiate own activities.				
- Staff encourage children to draw pictures, tell or write stories about their own experiences.				

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
B-14 (cont.)				
- Staff assist children in awkward social interaction.				
- Staff create space and time for small groups of children to work together in learning centers such as blocks or dramatic play.				
- Staff provide opportunities for caring for others such as making cards for a sick child or caring for pets.				
- Staff allow opportunities to work or play alone.				
- Staff ensure children have time to contribute to class rules, design and monitor the classroom (e.g., clean-up, contribute to planning new learning centers).				
- Staff allow children opportunities to solve own problems on playground.				

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
B-16. Enhance physical development.	___	___	___	
a. In Pre-K and K:				
- Staff provide time and space for active play such as jumping, running, balancing, climbing, riding tricycles, neighborhood walks.				
- Staff provide creative movement activity using obstacle course or activity songs ard records.				
- Staff provide fine motor activities as part of the daily routine.				
b. In Primary Grades:				
- Staff provide opportunities for physical exercise and use a variety of outdoor equipment.				
- Staff encourage participation in group games, individual and team sports.				
- Staff provide fine-motor activities and hobbies such as sewing, macrame, pottery, leatherwork, carpentry.				

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
B-15. Thinking Skills are developmentally appropriate.	___	___	___	
- Staff respond to children's questions in a way that extends the children's ideas.				
- Staff provide time for conversation and ask children questions that require more than a one-word answer.				
- Staff encourage children to comment on their observation of the natural and social world (e.g., the seeds grew a little last night).				
- Children are encouraged to share experiments with friends, staff, and family in oral and written forms.				

Teacher _____ Grade _____ Date _____

Criterion C: Physical Environment	Fully Met	Partially Met	Not Met	Comments/Plans
C-1. There is enough usable indoor space to avoid crowding.	___	___	___	
C-2. There is enough usable outdoor play space for each age group, or age groups are scheduled at different times.	___	___	___	
C-3. Space is arranged to accommodate children individually, in small groups, and in a large group.	___	___	___	
- There are clear pathways for children to move from one area to another without disturbing activities.				
- Areas are organized for easy supervision by staff.				
- Areas are labeled so that children can easily understand rules for the area (e.g., number of children, type of materials, clean-up procedures, etc.).				

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
C-4. Space is arranged for a variety of learning centers such as block building, dramatic play, art, music, science, math manipulatives, quiet book reading, large group meetings, sand, water, woodworking.	___	___	___	
C-5. A variety of age-appropriate materials and equipment are available for children indoors and outdoors. - A sufficient quantity of materials and equipment is provided to avoid problems with sharing or waiting. - Materials are durable and in good repair. - Materials are organized on low, open shelves to encourage independent use by children. - Extra materials are accessible to staff to add variety to usual activities.	___	___	___	

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
C-6. Individual space is provided for each child's belongings.	___	___	___	
- There is a place to hang clothing.				
- There are places for extra clothing and other belongings such as art work to be taken home.				
C-7. Private areas where children can work alone or with a friend are available indoors and outdoors.	___	___	___	
- Book corners, lofts, large boxes, tunnels, or play-houses that are easy for adults to supervise.				
C-8. The environment includes soft elements.	___	___	___	
- Rugs, cushions, rocking chairs, soft furniture, soft toys, and adults who cuddle children in their laps.				
- Sound-absorbing materials such as ceiling tile and rugs are used to cut down noise.				

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
C-9. A variety of activities can go on outdoors throughout the year.	___	___	___	
- Natural environment (e.g., building shade, sunny areas, vegetation) is used for both learning and social activities.	___	___	___	
- Variety of surfaces such as hardtop for wheel toys, grass for rolling, sand and soil for digging.	___	___	___	
- Variety of age-appropriate equipment for riding, climbing, balancing, building, individual playing.	___	___	___	
- The outdoor play area is protected from access to streets and other dangers.	___	___	___	
- Children participate in some daily planned outdoor activities such as recess, neighborhood walks, games, gardening, recycling.	___	___	___	
- Cushioning materials such as mats, wood chips, or sand are used under climbing equipment, slides, and swings.	___	___	___	
- Climbing equipment, swings, and large pieces of furniture are securely anchored.	___	___	___	

Teacher _____ Grade _____ Date _____

Criterion D: Health and Safety	Fully Met	Partially Met	Not Met	Comments/Plans
D-1. Children are under adult supervision at all times.	___	___	___	
a. In Pre-K and K:				
- Children are supervised by sight and sound.				
b. In Primary Grades:				
- Children may not in sight, but staff know where children are and what they are doing.				
D-2. Children are dressed appropriately for active play indoors and outdoors.	___	___	___	
- Protective clothing such as smocks and mittens are kept on hand.				
- Storage area for outdoor clothing is accessible to children.				
D-3. As children use the facility, staff help children keep areas reasonably clean.	___	___	___	
- Tables are washed and floors are swept after meals.				

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
D-3. (cont.)				
- Toys are picked up after use.				
- Staff and children wash their hands with soap and water before preparing or serving food, and after toileting or nose-wiping.				
- A sink with running hot and cold water is in or very close to the classroom.				
D-4. The building, play yard, and all equipment are maintained in safe, clean condition and in good repair.	___	___	___	
- No sharp edges, splinters, protruding or rusty nails, or missing parts.				
- A system is in place to repair or discard broken materials.				
D-5. Children know where to find blood spill kits if an adult needs them to get one.	___	___	___	
- Staff review safety materials and procedures each year among themselves and share appropriate information with children.				

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
D-6. Toilets, drinking water, and handwashing facilities are easily accessible to children.	___	___	___	
- Facilities are either child sized or made accessible with nonslip stools.	___	___	___	
- Soap and disposable towels are provided.				
- Areas used by children are well-lighted and ventilated and kept at a comfortable temperature.				
D-7. Electrical outlets are handled in age-appropriate manner.	___	___	___	
a. In Pre-K and K:	___	___	___	
- Electrical outlets are covered with protective caps.				
b. In Primary Grades:				
- Safe use of electrical outlets and equipment are discussed.				
- Fire safety rules and guidelines are reviewed.				

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
D-8. Food and mealtime are made as pleasant as possible and considered both a social and learning experience.	___	___	___	_____
- Family style meals are encouraged in classroom.				
- At least one adult sits with children during meals to provide a good role model and encourage conversation.				
- Chairs, tables, and eating utensils are suitable for the size and developmental levels of the children.				
- Safe food handling practices are discussed with children and procedures are set up to carry them out.				

Teacher _____ Grade _____ Date _____

Criterion E: Assessment	Fully Met	Partially Met	Not Met	Comments/Plans
E-7. Staff develop portfolios on children using periodic samples of work, observations, records, spelling inventories, writing samples, and Math Their Way assessments and limit use of standard measures.	___	___	___	_____
E-2. Staff help children plan how to improve their own work.	___	___	___	_____
E-3. Each child is screened for potential learning difficulties upon entry to preschool/kindergarten with a development screening inventory.	___	___	___	_____
E-4. Building screening committees use multiple assessments and observations prior to diagnostic assessment.	___	___	___	_____
E-5. All children enter preschool and kindergarten based on their age, not tests.	___	___	___	_____
E-6. Staff encourage self-assessment by pointing out how good it feels to live up to one's own standards of achievement.	___	___	___	_____
E-7. Report cards reflect current goals and philosophy of the District.	___	___	___	_____

Teacher _____ Grade _____ Date _____

Criterion F: Parent and Community Involvement	Fully Met	Partially Met	Not Met	Comments/Plans
F-1. The school office and/or classrooms house a comfortable place for parents, families, and community members.	___	___	___	_____
- Comfortable chairs.	___	___	___	_____
- Bulletin boards with community notices, events, photographs.				_____
- Box of toys for infants and toddlers.				_____
- Photographs represent ethnic groups, family configurations, family activities.				_____
F-2. Information is provided for family needs.	___	___	___	_____
- School library sponsors family events and provides parent books.	___	___	___	_____
- Information on community preschools, day care, public health clinics is shared.				_____
- Parenting classes and/or support groups are held in school.				_____

Teacher _____ Grade _____ Date _____

Criterion	Fully Met	Partially Met	Not Met	Comments/Plans
F-2. (cont.)				
- Family nights are scheduled.				
- Preschool screening fairs are scheduled/or information is shared.				
F-3. Parent/community volunteers are solicited and recognized.	___	___	___	
F-4. Community involvement projects are showcased in the school (e.g., voter registration drives, getting a stop sign put in, clean-up days, health fairs, clothing swaps, or food donation drives).	___	___	___	
F-5. A variety of parent contacts are encouraged in order to share routine information (not just concerns or once a year).	___	___	___	
- Conferences				
- Home visits				
- Phone calls				
- Newsletters				
- Parent meetings				
- Family nights				
- Personal notes				
- Report cards				
- Classroom volunteers				

EARLY CHILDHOOD EDUCATION
PRE-STUDY QUESTIONNAIRE

1. Please check areas of professional training.
   _____Early childhood education
   _____Elementary
   _____Secondary

2. How many years have you taught?
   _____1-5
   _____6-10
   _____10-20
   _____over 20

3. Check your present grade-level assignment and indicate how many years you have taught that grade.

   _____Pre-K_____
   _____K _____
   _____1st _____
   _____2nd _____
   _____Other_____

4. How many years have you been at this school? _____

5. What are your top 3 priorities in designing your classroom program?

   _____
   _____
   _____
   _____

6. What is your definition of "developmentally appropriate practice?"

   _____
   _____
   _____
   _____

7. Rank order the following items in terms of your end-of-year learning expectations for children in your class. Use #1 for your highest priority.

   _____Academic skills
   _____Language development
   _____Problem-solving ability
   _____Disposition to learn
   _____Social/emotional development or skills
   _____Learning to be a productive class member
   _____Other

8. What do you hope to get out of this self-study process?

9. How are group goals set in your school?

10. How do you set personal goals for your classroom?

EARLY CHILDHOOD EDUCATION SELF-STUDY PROJECT
PRINCIPAL INTERVIEW, 1989-90

1. How did you structure the self-study process in your school?

2. What was your self-study facilitator's level of leadership expertise?

3. Describe the nature and extent of your involvement in support of the self-study process in your school.

4. What changes have you noticed in participants' understandings and use of developmentally appropriate practice?

5. What have you learned about the quality of your early childhood education program as a result of the self-study process?

6. What parts of the 1990-91 School Improvement Plan are direct results of the self-study process?

7. What professional carry-over effect has there been for you, either in your school or elsewhere, as a result of the self study process? (Guiding Journal Question #2: Interaction)

8. How has the process affected your understanding of the family-staff link? (Guiding Journal Question #3: Parents and Community)

9. How has your understanding of developmental changes among children in primary grades changed as a result of this project? (Guiding Journal Question #5: Assessment)

10. What benefits do children gain from working with materials inside and outside the four classroom walls? (Guiding Journal Question #6: Environment)

11. How do young children's physical needs relate to curriculum in the primary grades? (Guiding Journal Question #7: Health and Safety)

12. What improvements do you recommend for the self-study process?

13. What improvements do you recommend for the self-study document?

14. Will you continue to participate in the self-study project next year?

15. What resource support do you need to make the project more effective?

224E

D R A F T
June 1990

LONG RANGE PLAN

For Implementing
Developmentally Appropriate Practice

Portland Public Schools

Prepared by: Rebecca Severeide
Reviewed by: ASCD ECE Consortium Team
ECE Advisory Committee
PPS Curriculum Department
Directors of Instruction
Principal's Advisory Committee

**Early Childhood Long Range Plan For Portland Public Schools:
Implementing Developmentally Appropriate Practice
Pre-K through Grade 2.**

This plan was designed as part of Portland Public School's participation in the Association of Supervision and Curriculum Development Early Childhood Education Consortium. The purpose of the consortium is to use collegial support to assist in designing program improvement plans specific to local needs of the participating school districts. The first step of Portland's plan was to solicit the backing from the Board of Education and upper level Administration for adopting policy and procedures that facilitate the unique learning needs of younger children.

Adoption, in principle, of the NAEYC's **Developmentally Appropriate Practices** for use as a program development guide was the first step of this process. This was completed in December of 1988. The intent of that action was to use Developmentally Appropriate Practices as an philosophical umbrella to guide long term change.

The following plan is an outline of major tasks and a sampling of staff development efforts designed to nurture the change. It is based on the following principles:

1. Information sharing and staff development are important tools to promote awareness of developmentally appropriate practices within the District and personal reflection of practice among staff members. Building levle practice always starts with individuals.

2. Self-study can further personal reflection about programs and be a useful tool to promote ownership of building improvement plans centered around developmentally appropriate practices.

3. Adoption and/or development of age appropriate materials and curriculum frameworks can assist staff members' movement toward more developmentally appropriate practices and further promote awareness and reflection.

Each year of the plan continues activities from the previous year and adds new ones. During year two and three, activities will be planned for year four and five, based on input from various advisory groups. However, as plans continue to emerge the above principals will be applied.

1) **Promoting awareness of developmentally appropriate practices**

Year	Activity	Who is Responsible
1989-90	Seek input from ECE Advisory Committee to guide Curriculum Department action	Rebecca Severeide Carlus Coakley
1989-90	Initiate News Brief to be published 3 times a year for pre-k to grade 2 teachers, administrators, and support personnel	ECE Advisory Committee
1989-90	Continue past work with Early Childhood Organization of Portland (ECOP) to publish three newsletters for pre-k to second grade teachers, administrators, and support personnel	Rebecca Severeide ECOP Editorial Board
1989-90	Develop guidelines for kindergarten report cards with kindergarten teachers. Update of Kindergarten Handbook section on assessment.	Rebecca Severeide Gail Tupper Jane Braunger Andy Clark Selected K teachers
1989-90	Seek input from Principals on needs for inservice, program support	Carlos Taylor Mary Jubitz Principal's Advisory Committee Betty Campbell
1989-90	Seek opportunities to use inservice for Math adoption that promotes awareness of developmentally appropriate practices (conferences, workshops, classes, Summer Institute)	Jack Hopper Sylvia Martin Andy Clark
1989-90	Develop new ECE Relia Kit to supplement Science and Social Studies adoptions	Gail Tupper Joan Griffis Committee TBA Eleanor Hardt
1990-91	Work with community groups and parent advisory groups to build support and understanding among parent groups	Carol Turner Cluster offices Principals

1990-91	Plan and conduct Principals ECE Conference	Rebecca Severeide Betty Campbell Mary Jubitz Mary MacDougall Ron Reilly Carlos Taylor Jeanne Pace Principal's Advisory Committee Sally Bartley Dave Masunaga Renee Ito-Staub
1990-91	Continue ECE Advisory Committee Continue News Brief Continue ECOP Newsletter Continue Principal's Advisory Committee	as above
1990-91	Seek opportunities to use inservice for Science/Health adoption that promotes awareness of developmentally appropriate practices (conferences, workshops, Summer Institute, classes)	Rebecca Severeide Steve Carlson Ann Shelton Gail Tupper
1990-91	Work with Oregon Association for the Education of Young Children (OAEYC) to hold a two day fall conference in Portland on State Inservice Day and the following Saturday	Rebecca Severeide OAEYC Conference Committee ECE Advisory Committee
1991-92	Continue ECE Advisory Committee Continue News Brief Continue ECOP Newsletter Continue Principal's Advisory Committee Continue Parent Support Activities	as above
1991-92	Seek opportunities to use inservice for the Social Studies adoption that promotes awareness of developmentally appropriate practices (conferences, workshops, Summer Institute, classes)	Rebecca Severeide Eleanor Hardt Gail Tupper
Beyond 1992	Continue as above to extend awareness	

2) Encouraging self-reflection and professional growth

Year	Activity	Who is Responsible
1989-90	Initiate self-study process with three buildings to design building improvement plans that include developmentally appropriate practice	Rebecca Severeide Carolyn Moilanen Betty Campbell Jeanne Pace Jan Whitaker
1989-90	Conduct teacher study group on **Developmentally Appropriate Practice** using the NAEYC Document	Gail Tupper Marcia Miller
1989-90	Conduct The Great Debate series, a set of teacher workshops promoting debate on issues central to quality programs, particularly math	Gail Tupper Rebecca Severeide Jack Hopper
1989-90	Conduct Anti-Bias Curriculum series, a set of teacher workshops promoting discussion on age appropriate multicultural programs	Gail Tupper
1990-91	Work with Principal's Advisory Committee and administrative professional groups (COSA, Academy) to promote seminars for Principal's on supervising ECE program	Mary Jubitz Betty Campbell Rebecca Severeide Carlos Taylor
1990-91	Conduct a study group to examine possible ways to promote mixed-aged, flexible programming	Rebecca Severeide Betty Campbell
1990-91	Publish self-study findings on the process of change for broader audience in order to promote self-study in more buildings	Rebecca Severeide Carolyn Moilanen
1990-91	Initiate self-study with new set of buildings	Rebecca Severeide Carolyn Moilanen
1990-91	Continue debate/discussion and/or research seminars	as above
1991-92	Continue self-study process	as above
Beyond 1992	Continue to offer assistance in self study and promote inservice that encourages reflection.	

3) Making policy that will assist implementation

Year	Activity	Who is Responsible
1989-90	Recommend Science/Health programs that are focused on developmentally appropriate practice for adoption	Rebecca Severeide Steve Carlson Ann Shelton Textbook Adoption Committee Principal's Advisory Committee Susan Proppe-Tong Joe Voboril
1989-90	Initiate discussion and ask administration to evaluate merit of giving preference to hiring ECE teachers	Joe Voboril Betty Campbell
1989-90	Ask administration to present a progress report on implementation of developmentally appropriate practice to the School Board and make recommendations for continued support	Joe Voboril
1990-91	Recommend Social Studies programs that are focused on developmentally appropriate practice for adoption	Eleanor Hardt Rebecca Severeide Textbook Adoption Committee Principal's Advisory Committee Joe Voboril
1990-91	Ask administration to present a progress report on implementation of developmentally appropriate practice to the School Board and make recommendations for continued support	Joe Voboril
1991-92	Recommend Language Arts programs that are focused on developmentally appropriate practice for adoption	Jane Braunger Rebecca Severeide Textbook Adoption Committee Principal's Advisory Committee Joe Voboril
1991-92	Ask administration to present a progress report on implementation of developmentally appropriate practice to the School Board and make recommendations for continued support	Joe Voboril
Beyond 1992	Continue to use adoption cycle as a tool to guide change	

SCHOOL A

SECTION A: INTERACTION

Criteria		Rating		
		Fully Met	Partially Met	Not Met
A-1	affection/respect	9		
A-2	solve own problems	2	7	
A-3	friendly/courteous	8		
A-4	talk encouraged	7	2	
A-5	MC/ME respected	3	8	
A-6	non-sexist	5	3	
A-7	positive discipline	5	2	
A-8	positive discipline	2	3	
A-9	pleasant atmosphere	5	2	
A-10	relaxed	4	2	
A-11	anger dealt with constructively	2	4	
A-12	appropriate expectations	2	3	
A-13	discuss feelings	1	4	
A-14	limits over stimulation	2	4	
A-15	use judgment about infractions	3	3	
A-16	internal motivation	1	6	
A-17	task completion	2	4	
A-18	choices provided	1	4	
A-19	transitions smooth	2	6	1

n=9 (individuals)

School A

Section A: Interaction

Strengths

affection and respect for children

friendly and courteous with children

talk is encouraged to solve problems

non-sexist behavior in behavior

positive discipline is used, avoiding negative techniques

relaxed, pleasant atmosphere created in school

Neutral Areas

anger dealt with in constructive ways

encourage children to discuss feelings

judgement is used to determine severity of infractions prior to acting

see that children follow through on tasks

limit the amount of over stimulation in building

Weak Areas

children are encouraged to solve their own problems

transitions during the day are smooth

choices provided throughout the day

rely on internal motivation of children instead of rewards

multiple cultures and ethnic groups understood and respected

SCHOOL A

SECTION C: PHYSICAL ENVIRONMENT

Criteria		Rating		
		Fully Met	Partially Met	Not Met
C-1	avoids indoor crowding	1	1	4
C-2	avoids outdoor crowding	1	4	1
C-3	small group and individual space	1	5	
C-4	variety of outdoor learning centers		4	2
C-5	variety of equipment		5	1
C-6	personal space for each child	2	3	
C-7	private area		1	5
C-8	soft elements		2	4
C-9	variety of learning opportunities outdoors		5	4

n=9 (individuals)

School A

Section C: Physical Environment

Strengths

personal space for each child

Neutral Areas

avoids outdoor crowding

variety of learning opportunities and learning centers outside

variety of equipment indoors

small group and individual space

Weak Areas

avoids indoor crowding

private areas

soft elements

SCHOOL A

SECTION F: PARENT AND COMMUNITY INVOLVEMENT

Criteria	Rating		
	Fully Met	Partially Met	Not Met
F-1 school office	1	2	5
F-2 information provided	5	6	2
F-3 volunteers	3	6	
F-4 community projects	1	7	
F-5 variety of contact	3	6	

n=9 (individuals)

School A

Section F: Parent and Community Involvement

Strengths

parents provide with information about program

a variety of parent contacts are encouraged

Neutral Areas

volunteers are used

Weak Areas

community projects take place in the building

school office has special place set aside for families

SCHOOL B

SECTION A: INTERACTION

Criteria		Rating		
		Fully Met	Partially Met	Not Met
A-1	affection/respect	8	2	
A-2	solve own problems	8	2	
A-3	friendly/courteous	8	2	
A-4	talk encouraged	7	3	
A-5	MC/ME respected	8	2	
A-6	non-sexist	11		
A-7	positive discipline	7	1	
A-8	positive discipline	8	2	
A-9	pleasant atmosphere	8	2	
A-10	relaxed	9	2	
A-11	anger dealt with constructively	7	4	
A-12	appropriate expectations	9	1	
A-13	discuss feelings	11		
A-14	limits over stimulation	9	1	
A-15	use judgment about infractions	7	3	
A-16	internal motivation	9	1	
A-17	task completion	8	1	
A-18	choices provided	9	2	
A-19	transitions smooth	9	2	

n=11 (in small groups)

School B

Section A: Interaction

Strengths

affection and respect for children

encourage children to solve own problems

friendly and courteous with children

multiple cultures and ethnic groups respected

non-sexist in behavior

relaxed atmosphere created in school

staff age appropriate expectations for children

limit the amount of over stimulation in building

rely on internal motivation of children instead of rewards

see that children follow through on tasks

choices provided throughout the day

transitions during the day are smooth

Neutral Areas

talk is encouraged to solve problems

positive discipline is used, avoiding negative techniques

judgement is used to determine severity of infraction prior to acting

Weak Areas

anger management

SCHOOL B

SECTION B: CURRICULUM AND INSTRUCTION

Criteria		Rating		
		Fully Met	Partially Met	Not Met
B-1	planning environment	3	3	
B-2	purpose for items in environment	4	2	
B-3	units	5	1	
B-4	use of resources	2	2	
B-5	flexible schedule	4	1	1
B-6	equipment	4	2	
B-7	language arts	6		
B-8	math	3	2	1
B-9	science	3	2	1
B-10	social studies	5	1	
B-11	health	6		
B-12	the arts	2	3	
B-13	MC/ME	4	2	
B-14	self concept	5	1	
B-15	thinking skills	5	1	
B-16	physical education	4	2	

n=6 (in small groups)

School B

Section B: Curriculum and Instruction

Strengths

units used to organize curriculum

use integrated language arts techniques

social studies are integrated

health curriculum is in the daily context of school life

positive self concepts develop in children

thinking skills are infused into daily instruction

use a variety of learning centers as part of curriculum in prek-k

Neutral Areas

multiple cultures are respected in the curriculum

physical education is integrated into the day

use resources other adoption series teacher guides

take time to plan the environment as part of planning

use a variety of learning centers as part of curriculum in grades 1-2

Weak Areas

the arts

manipulative math

hands on science

flexible schedule

SCHOOL C

SECTION B: CURRICULUM AND INSTRUCTION

Criteria		Rating		
		Fully Met	Partially Met	Not Met
B-1	planning environment	1	3	1
B-2	purpose for items in environment		5	
B-3	units		5	
B-4	use of resources	2	3	
B-5	flexible schedule	2	3	
B-6	equipment	1	4	
B-7	language arts	1	4	
B-8	math		6	
B-9	science		6	
B-10	social studies	2	4	
B-11	health	1	5	
B-12	the arts	1	3	1
B-13	MC/ME		6	
B-14	self concept	2	3	
B-15	thinking skills	1	4	
B-16	physical education		5	

n= 6 individuals

School C

Section B: Curriculum and Instruction

Strengths

use resources other than adoption series teacher guides

have flexible daily schedules

social studies are integrated

positive self concepts develop in children

Neutral Areas

units used to organize curriculum

thinking skills are infused into daily instruction

use a variety of learning centers as part of the curriculum

use integrated language arts techniques

the arts

Weak Areas

each item in the environment serves a purpose

manipulative math

hands on science

health is integrated into the daily life of the school

multiple cultures are respected in the curriculum

physical education is integrated into the day

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